

**PROGRAM HANDBOOK:**  
Policies and Procedures of the  
MSU Counseling Psychology Program

Prepared by  
the Counseling Psychology Faculty  
Department of Counseling, Educational  
Psychology and Special Education

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## Preface

This document presents the current policies and procedures of the Counseling Psychology Program. The Program Handbook is intended (a) to assist students in planning each phase of their studies; (b) to familiarize students with the program's general educational policies, expectations, and standards; and (c) to assist faculty in their advising of students so that the program's policies are applied systematically and fairly.

The Handbook describes the three elements of our scientist-practitioner training program (research, teaching, and service); important information regarding admissions, advising, and program requirements; and time limit and dismissal policies. The Handbook appears as one of several important documents on our Program Homepage (<http://ed-web3.educ.msu.edu/cepse/cp/>). Many campus resources can be quickly accessed through this page and through the MSU Homepage (<http://www.msu.edu>). The College of Education's Student Affairs Office periodically revises its forms; copies of the most up-to-date forms from that office are contained in the appendices of this document (and in links on the Program's Homepage). Additional information regarding the College of Education can be located on the web as well (<http://www.educ.msu.edu/>).

Although the Handbook's policies are applicable to all current students in the Counseling Psychology Program, the required coursework described in Section V pertains only to those who have been admitted for the Fall of 2000 and thereafter. Students who began their studies prior to 2000 are responsible for completing the curricular requirements that were in effect at the time of their admission.

This document is designed to complement College of Education and University policy statements and catalogs, and to clarify those academic matters that are unique to the Counseling Psychology Program. The Program Handbook is an evolving document that is revised periodically. Recommendations for clarifications in program policies and procedures, or suggestions for improving the usefulness of this Handbook, should be submitted to the Program Director.

Kenneth G. Rice, Ph.D., Director  
Counseling Psychology Program

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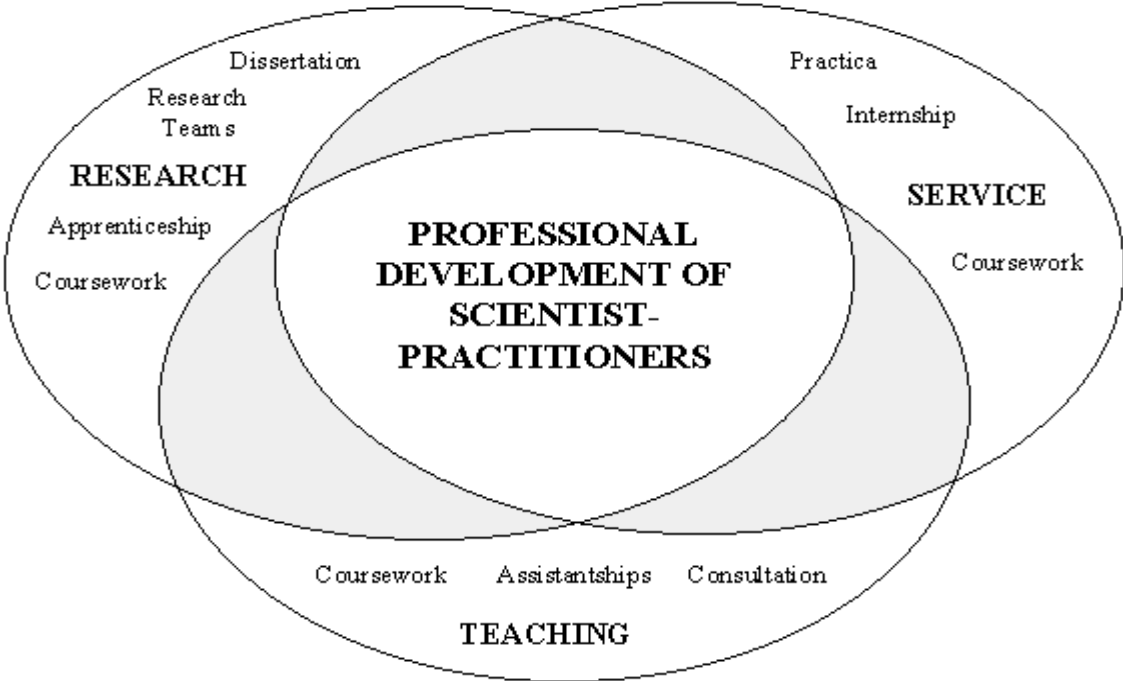
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- Appendix A Counseling Psychology Course Waiver Form
- Appendix B Program Plan Form (Report of the Guidance Committee)
- Appendix C Guidance Committee Membership Form
- Appendix D Changes in Program Plan
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- Appendix F Psychological Foundations Courses at MSU
- Appendix G Preliminary Exam Questions
- Appendix H CEPSE Research Practicum/Apprenticeship Completion Form
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**I. PROGRAM OVERVIEW**

Counseling psychologists are concerned with a wide range of human problems. Most often, they use their training and experience to assist the normal person to achieve a higher level of psychological educational, vocational, and personal adjustment. Students in the MSU Counseling Psychology program become proficient in applying counseling and research skills to the advancement of human welfare. The major emphasis of the Program is on training highly skilled professionals for work in university settings as a teacher, scholar, and/or service provider. Our graduates also use their skills in other educational settings, community mental health centers, government agencies, hospitals, or business settings.

The Counseling Psychology Program at Michigan State University has been fully accredited by the American Psychological Association since 1977. The doctoral program is part of the Department of Counseling, Educational Psychology and Special Education in the College of Education. An emphasis on the professional development of scientist-practitioners has emerged during the program's history. The cohesion of this training model occurs through coursework, practical experiences, activities associated with teaching, and research activities and requirements of our program. The focus of training is on acquiring a core of psychological knowledge and developing a broad range of professional skills that are applicable to diverse settings and client populations. We believe that our primary goal as a training program is to produce counseling psychologists who have considerable professional development experiences prior to their graduation from this program. This emphasis on professional development is the integrative thread that weaves together our scientist-practitioner training model (depicted below).



## II. ADMISSIONS POLICIES

In selecting students for entry to the program, the faculty attempts to bring together a richly diverse group of students, representing women and men of varied cultural, racial, and ethnic backgrounds; life experiences and lifestyles; and physical abilities/challenges. The faculty of the Counseling Psychology Program (see p. 21) are responsible for implementing the program's admissions policies and procedures.

### Admissions Criteria

To be considered for admission to the doctoral program in Counseling Psychology requires:

1. The completion of a master's degree in counseling or a closely related field that incorporates a supervised counseling practicum with face-to-face client contact. In the case of a non-counseling master's degree or lack of a supervised practicum, the applicant is responsible to document the similarities between his/her degree and a counseling master's degree and/or to document experiences that are equivalent to a supervised master's practicum. Preference is given to applicants with both an academic background and work experience in counseling/psychology.
2. Evidence of successful previous academic performance, including a grade point average of 3.3 or higher in one's master's program, and satisfactory Graduate Record Examination test scores (generally scores of 550 or greater on each section of the exam).
3. Evidence of effective experience in counseling relationships.
4. Evidence of previous research experience (e.g., a master's thesis or scholarly paper, work on a research project, publication in a professional journal, presentation at a professional conference).
5. Reference letters. These usually include letters from
  - a. the academic advisor at the master's level, commenting on the applicant's counseling, academic, and research skills, and ability to handle doctoral-level coursework;
  - b. the practicum supervisor, describing the applicant's counseling strengths, limitations, and ability to receive and utilize supervision; and
  - c. any individual who can add relevant information about the applicant's professional and academic qualifications.
6. A Statement of Professional Goals and Experiences.
7. A personal screening interview.
8. Department application.

Note that certain criteria (e.g., level of GRE scores) may be relaxed at the discretion of the program faculty. The faculty encourages applications from individuals representing diverse racial/ethnic groups, sexual minorities, and/or persons with disabilities. As an equal opportunity institution, Michigan State University does not discriminate against qualified individuals with disabilities in admissions or in access to programs.

### Acceptance of Admissions Offer

Applicants who receive an offer of admission are expected to adhere to the Graduate Study in Psychology recommended procedures. Specifically, if an applicant receives two offers, she or he should decide which of the two is preferred and decline the other offer. This procedure should be repeated as each new offer is received. The process can be terminated when a satisfactory offer is received from a preferred program. That offer should be accepted verbally and in writing, and other programs should be notified of the decision.

### Reentry Admissions

Students who have previously been admitted to the Counseling Psychology Program but who have failed to maintain active status or who have withdrawn voluntarily from the program may, at a future date, elect to submit a re-entry application to the program and to the Graduate School. The re-entry application should include an updated professional goals statement, an explanation of the reasons why the student withdrew or became inactive, and an indication of the circumstances that make re-entry desirable at this time. The Counseling Psychology faculty will evaluate the re-entry applicant within the context of the other applicants being reviewed in the regular admissions process.

### Transfer Admission

Students seeking to transfer to the Counseling Psychology Program from other doctoral programs at MSU or elsewhere will be considered on the same basis as all other applicants seeking admissions to the program. Admission requirements and procedures to be followed are the same as those followed by first-time applicants.

## III. COURSE WAIVER POLICY

To grant recognition for relevant coursework previously completed at the graduate level, the Counseling Psychology Program allows the waiver of certain of its required courses. Course credits earned in regionally accredited graduate institutions are eligible for waiver purposes. With the exception of practica, the program faculty will consider for waiver any prior graduate coursework that is deemed substantially equivalent to required program coursework in our doctoral curriculum -- see Section V on required coursework. Students should apply for course waivers subsequent to program admission, using the course waiver form contained in Appendix A. Program faculty will review the request and decide on the acceptability of such courses.

Note that course waivers are different than course credit transfers. The University will not accept for transfer purposes courses that have been earned as part of a previous degree program; however, the program reserves the right to waive requirements when comparable course credits have been earned previously.

### Procedures

1. Students must request course waivers in writing by filling out the program's course waiver form (see Appendix A).

2. The program faculty will vote upon each request, applying the following criteria:
  - a. the grade is 3.0 or better for the specific course under review.
  - b. the previous course's content is equivalent to the required course.  
(Students are responsible for supplying graduate transcript(s), course syllabi, and catalog descriptions.)
  - c. the credits have been earned within the last five years preceding program admission.
3. The advisor will inform the student of the decision regarding course waivers.
4. The student should then attach the Course Waiver Form, signed by the Program Director, as an addendum to the Program Plan (see Appendix B).

#### IV. ADVISING POLICIES

##### Advisors

The Counseling Psychology faculty is committed to establishing advising relationships that will support, challenge, and contribute to the professional development of its students. Each new student will be assigned to a temporary advisor who is a member of the Counseling Psychology faculty and who shares common interests with the student. During the first year, however, students are encouraged to become familiar with all program faculty and to identify a counseling psychology faculty member who agrees to be his or her permanent advisor and serve as Guidance Committee Chairperson. This selection should take place no later than Spring Semester of the first year so that the remainder of the Guidance Committee can be chosen and the Committee can be formally convened during the student's second year in the program. Once a permanent advisor has been selected, a student may change advisors with the consent of the Program Director and both the original and new advisors.

Advisors will make every effort to be available and responsive to the needs of students. Students need to take the initiative in establishing frequent contact with their advisors (i.e., at least monthly during the first two years of enrollment) and in requesting assistance, as needed. Students should consult with their advisors at all major decision points, including prior to registering each term, preparing for the annual self-assessment, drafting the plan of study, preparing for preliminary and comprehensive exams, selecting prospective internship sites, and planning the dissertation. Advisors should also be consulted promptly if students encounter any problems with coursework, practica, or any other aspect of the doctoral program. Students are responsible for maintaining close communication so that the advisor can carry out his or her roles as consultant, advocate, mentor, and monitor of the doctoral experience.

##### Permanent Guidance Committee

The Guidance Committee is intended to supplement the advisor's role in assisting students' development throughout the program. The Committee is especially active in approving the student's proposed coursework and in reviewing the dissertation proposal and final draft. The Committee may also assist in reviewing the student's educational and professional progress, and where necessary, designing remedial activities.

During the student's second program year, he or she will select the four members of the Guidance Committee and schedule an initial meeting of the Committee. The advisor will serve as Chairperson, and a second member of the Committee will be selected from the faculty in Counseling Psychology (see p.

21). The third person will be a faculty member in the College of Education, but outside of the Counseling Psychology Program. The fourth member, who may serve as the cognate advisor when appropriate, is usually on the faculty outside of the College of Education. Occasionally, a fifth member is added because of special expertise in the student's area of scholarly interest. That member may come from any part of the academic or professional community, but only MSU regular faculty shall have voting rights on the Committee. At least three members of the Committee must be present at all meetings; the absent member(s) may offer written input.

As the student progresses toward the dissertation, changes in the composition of the Guidance Committee may be appropriate to better meet the student's advising and research needs. Members may be added or deleted (always adhering to a minimum of four members from the specified faculty areas), and a member other than the Guidance Committee Chairperson may be specified as Dissertation Director with the approval of the Guidance Committee Chair. Students wishing to request a variance in the prescribed composition of the Guidance Committee should consult their advisor, who would be responsible for taking this request before the Counseling Psychology faculty.

#### Procedures

Several forms need to be completed to document the student's progress through the doctoral program. These forms may be obtained either through the Program Secretary or the Student Affairs Office, 134 Erickson Hall. They include:

1. Program Plan (listing the courses that will be taken to complete the doctoral degree; see Appendix B) and an updated Professional Goals Statement, to be completed and distributed to Guidance Committee members at least one week prior to the Committee's first meeting.
2. Guidance Committee Membership form, to be signed by all faculty (at least four regular faculty) at the first Committee meeting (see Appendix C).
3. Program Change Forms (Appendix D and Appendix E). Appendix D may be used to make changes in the Program Plan and Appendix E to make changes in the Guidance Committee. They must be signed by all Committee members and by the Student Affairs Office.

### **V. PROGRAM OF STUDY: COURSEWORK**

The fundamental goal of the Counseling Psychology Program is to train highly skilled professional psychologists to practice in a wide variety of academic and applied settings, such as higher education, community mental health centers, and state and government agencies. Graduates are trained to provide preventive, developmental, and remedial psychological services, such as individual and group counseling, consultation, and supervision. The program's curriculum is based on the scientist-practitioner model of doctoral training, integrating theory, research, and practice in professional psychology. The doctoral program involves at least three academic years of full-time resident graduate study, not including the internship.

Students complete coursework in counseling psychology, foundational areas of psychology, professional ethics, history and systems of psychology, and research. The research curriculum is aimed at promoting understanding of educational and psychological inquiry, and developing competencies in

measurement, evaluation, research methodology and design, statistics, and data analysis. The practice core courses focus on developing skills to prevent psychological problems through educational outreach and consultation as well as diagnostic, assessment, treatment, intervention, and supervision skills to provide and support developmental and remedial counseling. In addition, students are required to complete a supervised, 2000-hour program-approved internship. Students are also required to pass a department-wide preliminary examination, complete an apprenticeship (research) project, and pass a comprehensive examination in counseling psychology. At the end of the program, students are expected to conduct original research by completing a dissertation that is psychological in nature.

Doctoral Coursework Requirements for students entering Fall, 2000 and beyond include the following:

**1. Theories of Counseling and Career Development**

CEP 960 Theoretical Foundations of Counseling Psychology

CEP 860A Perspectives in Multicultural Counseling **OR**

CEP 961<sup>1</sup> Diversity Perspectives in Counseling Psychology

CEP 962 Psychology of Career Development

**2. Practice**

CEP 994A Counseling Psychology Practicum I

CEP 994B Counseling Psychology Practicum II

CEP 994C Advanced Practicum in Counseling Psychology

CEP 969 Counseling Psychology Supervision

**3. Assessment**

CEP 966 Psychological Diagnosis and Assessment I

CEP 967 Psychological Diagnosis and Assessment II

**4. Professional Issues and Ethics**

CEP 950 Proseminar in Counseling Psychology

CEP 963 Ethics in Counseling Psychology

**5. Research and Inquiry**

CEP 930 Introduction to Educational Inquiry

CEP 932 Quantitative Methods in Educational Research I

CEP 933 Quantitative Methods in Educational Research II

CEP 968 Research Seminar in Counseling Psychology

CEP 934 Multivariate Data Analysis I **OR** CEP 935 Multivariate Data Analysis II

CEP 995 Apprenticeship (1 credit)

**6. Psychological Foundations**

PSY 811<sup>2</sup> Advanced Behavioral Neuroscience, or an equivalent course that meets the program requirement for biological bases of behavior.

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<sup>1</sup> Students who did not take a multicultural counseling class at the master's level take CEP 860A to satisfy the requirement; those who did take a master's level multicultural counseling class take CEP 961 to satisfy this requirement.

<sup>2</sup> See Appendix F for a listing of courses that meet requirements for these foundational areas.

PSY 810 <sup>2</sup>	Cognitive Processes, or an equivalent course that meets the program requirement for cognitive affective bases of behavior.
CEP 904 <sup>2</sup>	Social-Emotional Development Across the Lifespan, or an equivalent course that meets the program requirement for social bases of behavior.
CEP 960	Theoretical Foundations of Counseling Psychology
PSY 805	History of Psychology

## 7. **Dissertation**

CEP 999 Dissertation (at least 24 credits) on a topic that is psychological in nature.

## 8. **Other Coursework**

Students are encouraged to consider selecting either (a) a cognate or (b) a variety of elective professional/scientific courses. A cognate is a focal area of subspecialization which includes 9 or more credits. Cognates, which are designed in consultation with the advisor and Guidance Committee, may be structured around any of a number of substantive topics. Some examples include marriage and family, multicultural psychology, feminist psychology, rehabilitation, neuropsychology, and organizational psychology. Alternatively, students may select a combination of elective courses to round out their professional development, e.g., additional courses in research/inquiry, measurement, human development, instructional design, foundational psychological topics, or practice-related topics. Typically, cognate or elective courses are completed during the third year of study. The student's Guidance Committee may suggest or require additional coursework to meet the student's specific professional objectives or to remediate identified weaknesses.

Typically, the above coursework will total around 80-90 credits (including dissertation credits), with allowances made for courses that have been waived.

### A Sample Sequence of Studies

The following provides a sample study plan, illustrating the sequencing of coursework and other program requirements. Although many issues require individual decisions (e.g., specific courses for meeting certain foundational psychology requirements, timing of the comprehensive exams, selection of elective coursework), this sample plan may be useful as a "big picture" description of the doctoral studies sequence. The entire program usually requires about 5 years, though it can be completed in less time. Note that, for most semesters, three to four courses constitute a typical load and waived courses (see below) are not taken into account. Although additional courses could be taken, the faculty strongly recommends that students allow sufficient time for extra-curricular activities, such as involvement in research team, student affiliate group (SAG), and assistantship duties.

	<u>Fall Semester</u>	<b>First Year of Study</b>	<u>Spring Semester</u>
CEP 950	Proseminar in Counseling Psychology	CEP 961	Diversity Perspectives in Counseling Psychology <sup>1</sup>
CEP 960	Theoretical Foundations of Counseling Psychology	CEP 962	Psychology of Career Development
CEP 930	Introduction in Educational Inquiry	CEP 963	Ethics in Counseling Psychology
CEP 860A	Perspectives in Multicultural Counseling	CEP 932	Quantitative Methods in Educational Research I

<u>Fall Semester</u>		<b>Second Year of Study</b>	<u>Spring Semester</u>
Preliminary Exam (August)			
CEP 933	Quantitative Methods in Educational Research II	CEP 995	Practicum in Research Design & Analysis (1 credit)
CEP 994A	Counseling Psychology Practicum I	CEP 994B	Counseling Psychology Practicum II
CEP 966	Psychological Diagnosis and Assessment I	CEP 967	Psychological Diagnosis and Assessment II
CEP 968	Research Seminar in Counseling Psychology		

<u>Fall Semester</u>		<b>Third Year of Study</b>	<u>Spring Semester</u>
Comprehensive Exam		CEP 994C	Advanced Practicum in Counseling Psychology
CEP 934	Multivariate Data Analysis	PSY 805	History of Psychology
CEP 969	Counseling Psychology Supervision		Psychological Foundations Course(s) (see Appendix F)
	Psychological Foundations Course(s) (see Appendix F)		Elective or cognate course(s)
	Elective or cognate course(s)		Dissertation planning (CEP 999)
<b>Fourth Year of Study – Dissertation (CEP 999)</b>			
<b>Fifth Year of Study – Internship</b>			

**VI. BEYOND FORMAL COURSEWORK:  
PRELIMINARY AND COMPREHENSIVE EXAMS,  
THE APPRENTICESHIP PROJECT THE DISSERTATION AND THE INTERNSHIP**

Several major phases of the doctoral program take place apart from academic coursework. Preliminary and comprehensive exams, the apprenticeship project, the dissertation, and the internship are key aspects of the program that build on knowledge and skills obtained during coursework, and that focus on refining particular scientific/professional competencies.

#### Preliminary Exam

The Preliminary exam (or "Prelim") assesses students' abilities to analyze and evaluate empirical research from both conceptual and methodological perspectives. The exam is administered prior to the start of the second year of coursework and is a Departmental requirement of all doctoral students. The Prelim is designed to encourage students to integrate their knowledge of research methodology with substantive theoretical and empirical issues, and to serve as an early assessment of competencies that are relevant to the development of the dissertation and other scholarly projects.

The Prelim is intended to tap broad, basic skills in research design and conceptualization, rather than advanced skills in particular methods of data analysis. Students are given a published research study and are asked to read, reflect upon, and critique the study using a standard set of exam questions. The same basic questions will be used at each administration of the exam (see Appendix G). This procedure is designed to allow students early familiarity with the content of the exam, to facilitate exam preparation, and to ensure that the exam is comparable across the various programs in our academic department. The Prelim is administered in a one-day, in-class format. Students may write their exam responses either by hand or with a computer.

Complete information about the Prelim (e.g., rationale, article selection guidelines, scoring, feedback procedures) is contained in a document entitled, Policies and Procedures for the CEPSE Preliminary Examination. A copy may be obtained from the secretary of the department's Student Progress Review Committee.

### Apprenticeship Project

All counseling psychology students are required to complete an apprenticeship project. The goal of this departmental requirement is to promote a close linkage between coursework and research experiences by introducing students to the process of conducting research, and thereby advancing the student's preparation for his or her eventual dissertation work. The end-product of the apprenticeship project will be a written document that introduces, describes, and interprets the findings of a formal independent inquiry by the student. This document could take one of several forms. For example, it could be an integrative literature review, report the findings of a preliminary empirical investigation, or present a detailed case study or qualitative analysis of some topic/problem of relevance to counseling psychology. Students are expected to present their final papers to a group of interested students and professors in an open forum, which may be conducted locally or at a professional conference. The formal requirements of the apprenticeship for counseling psychology students will be as follows:

1. register for and successfully complete CEP 968 (Research Seminar in Counseling Psychology). This required course in our curriculum orients students to the basic requirements of research proposal development, and serves as our program's "course equivalent" of CEP 995 (Practicum in Research Design and Data Analysis).
2. enroll for an additional 1-credit of CEP 995 during the semester following CEP 968 enrollment.
3. meet regularly with your current (temporary or permanent) advisor to discuss plans and ideas for the apprenticeship project and to determine if the advisor (or some other faculty member) will serve as the apprenticeship chair/advisor.
4. conduct the proposed inquiry and develop a final paper describing and interpreting your results.
5. present the final apprenticeship paper in a open forum.
6. obtain the signatures of your advisor and one other member of your Guidance Committee on the "CEPSE Research Practicum/Apprenticeship Completion Form" (Appendix H). This form will certify that the requirements of the apprenticeship project have been satisfied.

**NOTE:** All the requirements of the apprenticeship must be completed before students can take the comprehensive exam in counseling psychology.

### Comprehensive Exam

The comprehensive exam provides the occasion for students to review and integrate into a meaningful perspective a large fund of psychological knowledge. Together with practicum and academic coursework performance, the comprehensive exam is viewed as forming a more complete picture of each student's scientist-practitioner proficiencies, including disciplinary knowledge and generative problem-solving skills.

Material for the exam is derived from relevant coursework as well as from exam reading lists prepared by the faculty and updated periodically (current reading lists are available from Joni Smith). The

exam consists of one essay question in each of four content areas: Theories and Practice in Counseling, Theories and Practice of Career Development, Ethics and Professional Issues, and Research and Contemporary Issues in Counseling Psychology. The exam is administered under "in-class" conditions on two successive mornings. Students receive two questions each morning. Answers are rated independently by two faculty members using a 5-point scale. The two ratings are then averaged. An average score of 3.0 or above is passing. Areas in which average scores are less than 3.0 are considered failed.

Usually, the comprehensive exam will be attempted during the Fall semester of the student's third year in the program. Students must complete at least 80% of their coursework prior to attempting the comprehensive exam, and the exam must be successfully completed prior to the dissertation proposal meeting. The timing of this process is designed to ensure that students have had an adequate base of preparation prior to the exams, and that such preparation does not conflict with completion of other program requirements.

Students must pass the comprehensive exam in Counseling Psychology before applying for internships. Also, the comprehensive exam must be passed within five years of the student's initial enrollment in the program.

The Counseling Psychology Program's policies on comprehensive exams are subsumed by those of CEPSE, the academic department in which the program is located. Students are responsible for reading and abiding by the statement on departmental comprehensive exams policy, which can be obtained from Karen Glickman. A few things should be highlighted here: (a) all parts of the comprehensive exam must be taken on the first attempt; (b) students must show up to take all exams for which they have registered; otherwise a failing grade will be assigned; and (c) students who fail one or more areas of the comprehensive exam must retake those areas (at the same time) at a later administration of the exam, although no more than three attempts of an exam are allowed unless authorized by 80% of the department faculty.

#### Procedures

1. The application to take comps, the departmental comps policy statement, current reading lists, and copies of past exams may be obtained from Joni Smith or Karen Glickman.
2. Comps are offered in August and January of each year, and specific exam dates and application deadlines are posted in the department well in advance. Completed comps applications must be on file in the department by the specified deadlines.
3. Enrollment is required during the semester that comps are taken.
4. See your advisor for assistance in developing specific exam preparation strategies.
5. It is recommended that you check with your advisor after successful completion of the comps to be sure that a Record of Comprehensive Examination (see Appendix I) has been placed in your program file and copied to the Student Affairs Office.

#### The Dissertation

This requirement is designed to enable the student to: (a) enhance and demonstrate his or her competence in research and scholarly endeavors, (b) make an original contribution to the body of

knowledge within counseling psychology, and (c) achieve greater identification with the scientist-practitioner model. The dissertation marks the occasion for deeper investigation of research questions evolving from the student's graduate study.

Ordinarily, the basic Guidance Committee will also serve as the student's dissertation committee. However, membership changes may be made to reflect the student's changing scholarly interests and needs as she or he embarks upon the dissertation process. The Committee should reflect the student's research interests and offer competencies that can assist the student's scholarly inquiry. Where necessary, a Guidance Committee member other than the Chair may serve as the primary director of the dissertation process, though the Guidance Committee Chair will usually serve in both capacities. (See Section III, Advising Policies, regarding composition of the Guidance Committee.)

Although there may be situations necessitating a change in committee membership once the dissertation process has begun, every effort should be made to maintain continuity of members throughout the process. Any changes in committee membership should always be made in consultation with one's advisor.

Though not a requirement of the program, candidates are strongly encouraged to complete their dissertation research prior to the internship (i.e., usually in the third and/or fourth years of study). Experience has shown this sequence (dissertation, then internship) to best facilitate completion of the dissertation in a timely manner, and to enable the student to take maximum advantage of the internship, without the distraction of dissertation responsibilities.

#### Procedures

1. Visit the SAO to obtain a copy of the College's Guidelines for Doctoral Students and their Guidance Committees and The Graduate School Guide to the Preparation of Master's Theses and Doctoral Dissertations. The former provides detailed procedural steps, including a checklist of dissertation activities and copies of all dissertation paperwork that needs to be filed with the SAO. The latter delineates the Graduate School's dissertation requirements, including writing format issues.
2. Work closely with your advisor and other committee members throughout the dissertation process. The Dissertation Director Approval form (Appendix J) needs to be signed and returned to the SAO.
3. Once the proposal has been approved by the Dissertation Director, arrange a committee meeting to discuss, refine, and approve the dissertation proposal. At least three members of the committee must be present at this meeting. The proposal must be distributed to committee members at least two weeks prior to the scheduled meeting time. The Dissertation Proposal Approval form (Appendix K) needs to be completed once the proposal is accepted by the committee.
4. If the dissertation will involve human subjects, you must also complete a separate application with the University Committee for Research Involving Human Subjects (UCRIHS). This form can be obtained from the UCRIHS office in the Administration Building. Data collection cannot commence prior to the research proposal's review and approval by this committee.

5. When you are ready to defend your dissertation, consult your advisor and set a meeting for the dissertation oral, allowing at least two weeks for your committee members to review your finished work. You need to be enrolled during the semester that you defend your dissertation. Deadlines to be met for graduation in a given semester may be found in the University Calendar. The Notice of Doctoral Oral Examination (Appendix L) must be filed with the Student Affairs Office (SAO) prior to the oral defense.
6. After the dissertation has been successfully defended and any revisions completed, the Record of Dissertation and Oral Examination Requirements (Appendix M) must be signed and filed with the SAO.

### The Internship

This is a significant period of practical work bridging the student's formal on-campus program with entry into the ongoing practice of professional psychology. The internship site should be chosen carefully, with particular attention to one's long-term professional objectives. Therefore, the internship application process should occur in close consultation with one's advisor. The comprehensive examination must be passed before applying for internships. All coursework must be completed before beginning the internship. The dissertation proposal should be approved before beginning the internship. The Program Director's approval as to readiness for the internship must also be granted prior to initiating the application process. The program requires that students apply only to APA-accredited internship programs, unless a specific exception is made both by the Program Director and the advisor. Students will refrain from pursuing internship sites where their presence might involve conflicts of interest, dual relationships, or other ethically inappropriate circumstances. Internship programs are customarily designed as full-time for one calendar year, for a total of at least 2000 hours. However, those sites offering two consecutive years at half-time are acceptable.

To facilitate the best interests of both the student and the Counseling Psychology Program, communication between our program and the internship site is important. Thus, the program requires that, when a student accepts the internship position, a copy of the letter of appointment with relevant terms and conditions be sent to the MSU Program Director. The internship site is also required to furnish the Program Director with a mid-year and end-of-year evaluation of the intern's performance. The latter must include a statement indicating whether the student has successfully completed the internship.

The Training Director at the internship is expected to notify the MSU Program Director at any time when the intern's performance is less than adequate or impaired in any way, or if there are any problems which may affect the student's standing in the program. Such notification is expected even when relevant information emerges after completion of the internship. Competent professional practice during all phases of the program, including the internship, is a requirement for continuance in the doctoral program.

The Counseling Psychology Program cooperates fully with the policies and procedures of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Students are encouraged to become well acquainted with these, as well as with the APPIC Directory. The Directory is published annually and contains detailed information on all member internship sites. Students are reminded that any variance from the APPIC procedures in the pursuit of an internship could constitute a violation of

professional ethics. In those rare cases where a non-APA-accredited site is being considered, students must demonstrate that the site is in substantial compliance with APA criteria for a psychology internship. The student's advisor or the Program Director can supply information on these criteria, contained in the APA Accreditation Handbook.

### Procedures

1. Consult with your advisor and the Program Director to discuss your readiness for an internship, and for assistance in site selection. In particular, be sure to inform the Program Director by October 1<sup>st</sup> if you intend to apply for internships for the following year. Plan to attend the program's annual informational session on the internship application process.
2. Check the program's internship files, located in 435 Erickson, well in advance of application deadlines. These contain information on a wide variety of sites throughout the country. In particular, examine the current APPIC Directory for internship site information and national policies and procedures that must be followed.
3. Note which of your sites requires a letter from the Program Director validating your eligibility for the internship (if in addition to the standard APPIC verification form). Internship sites typically request submission of other reference letters that speak to the applicant's strengths, limitations, and areas for further professional development. Give the Director and your reference writers at least one month's notice to forward letters on your behalf.
4. After you accept an internship offer, complete the Internship Placement Form (Appendix N) and ask the Director of Training at your internship to send a "letter of appointment," listing the conditions of your appointment, to the MSU Program Director.
5. The Director of Training at your internship is also expected to send the MSU Program Director mid- and end-of-year feedback reports regarding your progress during the internship. Check to be sure that these letters have been received by the Program Director.

### Student Therapy

The counseling psychology program strongly urges students to become involved in personal counseling during their doctoral studies. Typically, students find that their participation in counseling not only enhances their personal growth and development but also increases their competencies as psychologists.

All students at Michigan State University are able to receive counseling services at the University Counseling Center (UCC). The initial consultation and up to 12 sessions per year at the UCC are free of charge. Because the UCC also serves as a practicum training site for our program, and several UCC staff are involved in other program training activities, the UCC follows specific procedures to ensure confidentiality and to guard against problems that may arise from dual relationships. When initially phoning to make an appointment, you should identify yourself as a doctoral student in the counseling psychology program. Your appointment will then be made with a senior staff clinician in the Student

Services Branch of the UCC (practicum students are placed in the Olin Health Center Branch). If you are seen by a staff member at the UCC, your contact with that staff member will be limited to the counseling relationship you have. Under most circumstances, the staff member will have no professional contact with you for the remainder of your graduate studies at MSU, including during internship if you complete your internship at MSU. For example, the staff member would not be involved in your direct supervision during practicum nor would that person serve on your guidance committee. However, that staff member might provide a seminar for you and other students at some point during your training. Also, it is possible that, in some emergency situations, you could have additional contact with that staff member. All records regarding services you would receive at the UCC would be restricted such that other students or staff would not have access to them.

Some students prefer to use their student health insurance and seek counseling outside the university. The use of your insurance requires a referral from the Olin Student Health Center. The procedures for this option require that you phone the Olin Center (not the UCC) and clearly indicate your interest in seeking counseling off-campus. You will be directed to General Medicine, Primary Care, and an appointment will be made for you. In that appointment, state your interest in receiving a referral for off-campus psychological services. If you have a preference for a provider, you can name her or him at that time. The current insurance benefits pay 50% of fees (i.e., there is a 50% copay), regardless of the provider's membership in the Aetna Provider Network.

A list of local therapists who have allowed students to be seen on a sliding-scale fee arrangement is available from the Director.

## VII. ANNUAL REVIEW OF STUDENTS' PROGRESS

The Counseling Psychology Program conducts an annual review of each student's academic/professional development. The annual review gives the student and the program an opportunity to reflect upon the student's strengths, weaknesses, and needed areas for professional growth. If the student's work is deficient in any manner, this review process will allow for the development of specific remedial plans. Students' first annual review occurs at the beginning of their second year in the program.

The annual review will highlight the student's progress in the following areas:

- professional demeanor/interpersonal skills
- professional development and growth specific to diversity issues
- academic coursework
- development of practice skills
- development of teaching and consultation skills
- development of research skills
- completion of program milestones (e.g., prelim and comprehensive exams, internship)

The annual review will begin with the student preparing a brief written self-assessment summarizing key developments in the above areas and commenting upon how constructive feedback from the last

year's review has been handled (see Appendix O). Relevant documentation may be attached. The self-assessment is submitted to the advisor by September 15<sup>th</sup>. In developing the self-assessment, the student may wish to consult any of the following people for feedback: advisor, course instructors, practicum and/or advanced practicum instructors, individual supervisors, Guidance Committee members, and supervisors of research, teaching, or consulting assignments.

After the self-assessment has been submitted, students should schedule an appointment with their advisor by October 1<sup>st</sup>. The purpose of this meeting is to go over the student's self-assessment jointly, incorporating the advisor's perspective on the student's progress and functioning within each of the review areas. Advisors will then complete a separate summary evaluation letter by October 15<sup>th</sup>; one copy will be sent to the student and another copy will be forwarded to the Program Director, along with the student's self-assessment, for placement in the student's program file. Students may, if they wish, draft a response to the advisor's summary evaluation, for inclusion in the student's program file.

In general, advisors will utilize a standard format for summary letters (e.g., noting areas of strength as well as any areas needing additional attention) in cases where students are making at least adequate academic and professional progress. In cases where academic or professional progress has not been adequate, the summary letter will highlight any deficiencies requiring a specific plan of remediation. In such cases, and especially where the student's status in the program may be in jeopardy, the advisor will consult with the Program Director regarding possible courses of action.

In sum, the annual review will primarily involve a collaborative process between each student and his or her advisor. All students (with the exception of first-year students) are responsible for completing this process annually. In addition, the faculty will review the entire student roster at least once per year to ensure that each student is making adequate progress toward completing his or her degree.

***Remember these deadlines:***

<b>September 15</b>	Completed Student Self-Assessment Goes To Advisor
<b>September 15-October 1</b>	Student and Advisor Meet To Discuss Review
<b>October 1-October 15</b>	Summary Evaluation Letter Completed By Advisor

**VIII. TIME LIMIT POLICIES**

The University stipulates that the comprehensive examinations must be passed within five years and all remaining requirements for the degree must be completed within eight years from the time the student first enrolled as a doctoral student. The University also states that students who extend their stay beyond eight years will be required to retake their program's comprehensive exams.

Students who are not in compliance with these time limits are required to fill out the form, "Request for Extension of Time" (Appendix P). The first request for an extension requires the approval of the advisor. Requests for a second extension require the review and approval of the student's Guidance Committee and of the full Counseling Psychology faculty. As part of this review, the student must appear at a faculty meeting with an explanation for why the first time extension was not sufficient to complete the degree requirements, and what circumstances warrant the additional extension. Each extension period is

for one or two semesters only. No more than two extensions will be granted. The extension form also requires the support and approval of the Dean of the College of Education. Students are responsible for initiating and completing extension requests prior to the exhaustion of previous time deadlines.

## IX. RETENTION AND DISMISSAL POLICIES

The dismissal of a student from the Counseling Psychology Program is a significant event for both the student and the program faculty and represents the conclusion of the faculty that the student has not demonstrated an adequate level of competency in either academic or clinical skills, or in other critical areas of professional conduct. Dismissal action is generally the final outcome of several informal and formal communications with the student regarding his or her unsatisfactory progress through the program and, when appropriate, special efforts at helping the student meet program requirements and training objectives. The final decision regarding whether or not a student should be terminated from the program, or under what conditions a student making unsatisfactory progress will be allowed to continue, is a decision that rests with the Counseling Psychology faculty.

### Reasons for Dismissal from the Program

At any point during the student's matriculation through the program, the faculty retains the right to review any student circumstances or personal performances that may negatively affect the student's competencies for independent professional practice or that may threaten client welfare. The following are offered as examples of circumstances or performances that may be the basis for dismissal action:

1. Failure to maintain minimum academic standards
2. Unsatisfactory performance in counseling practice courses (e.g., practicum) or internship
3. Academic dishonesty
4. Criminal misconduct
5. Failure to comply with established University or Program timetables and requirements
6. Unethical practices and/or unprofessional conduct
7. Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare
8. Failure to maintain regular contact with the program and one's advisor.

### Dismissal procedures

To protect student due process rights as well as the rights of faculty to uphold the academic and professional standards of the training program, the following steps will be taken as part of the dismissal review process:

1. The student will be informed in writing by the Program Director of any charge, event, performance, or circumstance that may threaten the student's immediate status within the Counseling Psychology Program. Concerns or complaints may emanate from members of the faculty, clinical supervisors, clients, other students, or professionals and agents outside of the University community.

2. As part of the above communication, the Program Director may advise the student to seek an informal resolution with the party raising the concern or complaint, and to inform the Director of the outcome of this action within 30 days.
3. If, however, informal methods at problem resolution are inappropriate or unsatisfactory, the Program Director will inform (in writing) the student, the student's Guidance Committee Chair, and other interested parties that the student's status in the program may be in immediate jeopardy, and that a formal meeting of the program faculty will be necessary to review the nature of the threat to the student's status and to arrive at a decision regarding dismissal. The Program Director may invite any persons judged to have relevant information to submit such information either in person at this meeting or in writing prior to the meeting. The student will be given copies of all written materials under consideration in advance of the meeting. The student and, if desired, his/her counsel (as defined in the Graduate Student Rights and Responsibilities document) would be invited to attend this meeting and to present information. In addition, the student may invite other individuals who have relevant information to attend the meeting or to present written information. The student will provide the Program Director with a list of these individuals at least 5 days in advance of the scheduled meeting.
4. Following the presentation of information, the program faculty will convene separately to deliberate and to arrive at a decision regarding the student's standing in the program. This decision may result in either (a) a dismissal of the charges against the student and a restoration of the student's good standing in the program, (b) a judgment to allow the student to continue in the program pending satisfactory completion of, or compliance with, specified conditions, or (c) immediate dismissal of the student from the Counseling Psychology Program.
5. Following completion of the program faculty's decision-making, the Program Director will inform the student and the student's Guidance Committee Chair (in writing) of the faculty's decision and, if appropriate, clearly specify what, if any, conditions must be satisfied by the student to maintain his or her standing within the program. The student will also be advised that if he or she wishes to grieve the outcome of the faculty's decision, the grievance procedures specified in Graduate Student Rights and Responsibilities should be followed.

<p><b>X. ONGOING REVIEW OF THE COUNSELING PSYCHOLOGY PROGRAM; STUDENT GOVERNANCE</b></p>
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The faculty wishes to remain sensitive to students' feedback about all aspects of the Counseling Psychology Program, such as the curriculum, opportunities for professional development, program communication, and so on. Students are encouraged to share their perceptions about program strengths, weaknesses, and suggested changes with their advisors and the Program Director on an ongoing basis. Student representatives also may attend program faculty meetings to participate in program decision-making. In addition, student-faculty "town hall" meetings occasionally are scheduled allow all students an opportunity to comment on the program's functioning and to participate in program governance activities.

The program's Student Affiliate Group (SAG) and various student-faculty committees provide further opportunities for student involvement in program maintenance and evolution.

## **XI. RECORDS POLICIES**

The program maintains records documenting each student's progress through the doctoral education sequence. These records, which are stored centrally in the program area, include the program plan, guidance committee form, comps completion form, practicum and internship evaluations, dissertation paperwork, annual review documents, portions of the original application to the program, and other materials that are deemed necessary. Additionally, to facilitate student advising, advisors may keep in their offices separate files containing such items as their advisees' grade transcripts, comps responses, and dissertation drafts. All student records are kept in secure filing cabinets or private offices to protect students' privacy and confidentiality; only program faculty and staff will have access to this material.

Students may request to examine their own files; this request should be directed to both the student's advisor and the Program Director. The only material that will be withheld is that which the student has clearly waived his or her right to examine, e.g., confidential reference letters. (Other than the latter, files generally only contain records of which students already possess copies.) Once students graduate, a permanent file is maintained by the program which, among other things, may assist in documentation for future licensure and credentialing.

## XII. COUNSELING PSYCHOLOGY PROGRAM FACULTY

**Alfiee M. Breland**, *Assistant Professor*  
*Ph.D., 1998, University of Wisconsin-Madison.*  
 Skin tone and perceptions of competence among minorities; bicultural coping with stress; cross-cultural research; and African American women's self-esteem.

**Nancy Crewe**, *Professor*  
*Ph.D., 1967, University of Minnesota.*  
 Psychosocial aspects of physical disability; Neuropsychological assessment; cognitive-behavioral approaches to counseling; sexuality and disability.

**Linda Forrest**, *Professor*  
*Ph.D., 1979, University of Washington.*  
 Women's psychosocial development with special interest in the interface between women's career and relationship development; feminist critiques of research; theory, practice, and supervision; trainee impairment issues (e.g., remediation).

**Lee N. June**, *Professor*  
*MSU Vice President for Student Affairs*  
*Ph.D., 1974, University of Illinois.*  
 Career development (especially of minorities); short-term counseling and therapy; stress management and anxiety reduction; effective delivery systems for mental health services; psychology of religion and the Black Church.

**Frederick G. Lopez**, *Professor*  
*Ph.D., 1980, University of Minnesota.*  
 Family dynamics and student adjustment; attachment relationships; systemic counseling interventions; adolescent identity development.

**Kenneth G. Rice**, *Associate Professor and Program Director*  
*Ph.D., 1990, University of Notre Dame.*  
 Perfectionism; attachment; late adolescent development and adjustment.

**Gloria S. Smith**, *Professor*  
*Ed.D., 1971, University of Massachusetts.*  
 Multicultural and urban issues in counseling psychology; counseling perspectives on minority and urban families; cross-cultural counseling and psychotherapy.

**Robbie J. Steward**, *Associate Professor*  
*Ph.D., 1984, University of Oklahoma.*  
 Academic achievement behaviors across race, ethnicity, and gender; counselor training and supervision (especially issues related to cross-cultural counseling); university women and job satisfaction.

### Adjunct Faculty

**Eleanor B. Bossi**, *Adjunct Assistant Professor*  
*Training Director, MSU Counseling Center*  
*Ed.D., 1977, University of Massachusetts/Amherst.*  
 Training and supervision; women's issues in Therapy; multicultural issues in therapy; short-term and group therapy.

**William E. Metcalfe**, *Adjunct Assistant Professor*  
*Staff Psychologist, MSU Counseling Center*  
*Ph.D., 1994, Univ. of North Carolina/Chapel Hill.*  
 Career development, supervision and training, assessment, multicultural issues, group therapy, applied research.

**Joan Pfaller**, *Adjunct Assistant Professor,*  
*Staff Psychologist, MSU Counseling Center*  
*Ph.D., 1995, Ball State University.*  
 Short-term and group counseling; work with special campus populations; feminist and cognitive approaches to counseling; attachment theory; counselor training and supervision.

**John M. Taylor**, *Adjunct Assistant Professor,*  
*Independent Practice, Family Psychiatric Consultants*  
*Ph.D., 1992, California School of Professional Psychology, San Diego.*  
 Psychodiagnostics; psychopathology; child and adolescent development; issues in professional psychology.